

Title I Spring Update

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Time Distribution Supporting Salaries and Wages Charged to Federal Programs

By: Rob Huffmann

General Overview

Federal funds may be used to pay salaries and wages as long as appropriate time distribution records documenting time on Federal cost objectives are maintained. Such records must be maintained in addition to the standards for payroll documentation. Office of Management and Budget (OMB) Circular A-87, "Cost Principles for State, Local, and Indian Tribal Governments," applies to School Districts and establishes cost principles for using federal funds to support compensation of personnel services. (See Attachment B, paragraph 11(h)).

Single Cost Objectives

A single cost objective is a set of work activities that are allowable to one or more funding sources and which may be funded out of one or more eligible funding sources where the activities and purposes are not distinguishable.

If an employee works solely on a single Federal award or cost objective, such work must be supported with a periodic certification that indicates the employee worked solely on that cost objective for the period covered by the certification. The certification must be prepared at least semi-annually (every six months or semester). The certification must be signed by the employee or a supervisory official having first-hand knowledge of the work performed by the employee.

Schoolwide Programs

A Title I Schoolwide Program is considered to be a single cost objective for those funds specifically included in the schoolwide plan. Therefore, any school building employees who work solely on activities specifically listed in the building's Schoolwide Plan, regardless of whether those activities are state, local or federally funded, may be supported by the semi-annual certifications.

If an employee works part-time in one Schoolwide Program and on activities outside the Schoolwide plan or in another Schoolwide Program, the employee is considered to work on multiple cost objectives.

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Compliance with Title I Part A, Section 1119

Section 1119 specifies requirements for paraprofessionals and teachers in Title I programs. It also calls for all core subject area teachers in the state to be highly qualified by the end of the 2005-2006 school-year.

The district is responsible for making sure that each principal of a Title I school annually sign a written statement of compliance with the provisions of section 1119. A copy of this written and signed statement must be on file at the individual school as well as at the main office of the district. This information must be available to the public upon request.

Compliance with this section will also be part of the on-site reviews conducted by the Office of Educational Services and Support for federal programs.

More information and a sample of the written statement can be found on the following weblink under Section 1119 -

<http://doe.sd.gov/oess/title/1Abasic/index.asp>

LEA Consolidated Application Submission Deadline

The LEAs should make every effort to submit their consolidated applications before July 1. While DOE has always permitted LEAs to submit their applications until September 30, LEAs should be aware that any obligations prior to the submittal date are not eligible for reimbursement. If the application arrives on September 30 DOE will only reimburse for obligations occurring after this date (for the period October 1 to June 30).

LEAs need to submit their application to DOE in a "substantially approvable form" as soon as possible and before they plan to obligate any funds for next year's programs. Applications received prior to July 1 will be fine. Any LEA that plans a summer school, professional development or other activities in July or August need to have their application in before any obligations take place if the LEA wants to receive federal program reimbursements. LEAs that want to pay their teachers or other staff from federal funds from the beginning of the school year need to have their applications in before school starts if they want reimbursement.

This information was shared during the annual consolidated application workshop held via DDN sessions. DOE will

monitor the initial claims next year to ensure obligations are incurred after the submittal date. Any claims for obligations occurring before the submittal date will not be paid.

If you have any questions or require clarification contact Rob Huffman at 773-4600 or email

Robyn.Huffman@state.sd.us

Below is the Education Department General Administrative Regulations (EDGAR) sections that apply to the consolidated application.

Sec. 76.708 - When certain subgrantees may begin to obligate funds.

(a) If the authorizing statute for a program requires a State to make subgrants on the basis of a formula (see Sec. 76.5), the State may not authorize an applicant for a subgrant to obligate funds until the later of the following two dates:

(1) The date that the State may begin to obligate funds under Sec. 76.703; or

(2) The date that the applicant submits its application to the State in substantially approvable form.

A Galaxy of Stars

National Title I Conference January 28-31, 2006 Dallas, Texas



Mark your calendars for the National Title I Conference to be held in Dallas, TX on January 28-31, 2006. Registration will open July 1, 2005. For information check <http://www.aplusevents.com/T06/index.html>

New Research on High-Performing, High-Poverty Schools

(This article is found in the April, 2005 Center for Comprehensive School Reform and Improvement Newsletter. This newsletter can be found at <http://www.centerforcsri.org/>)

In 2004, Lincoln Elementary School in downtown Louisville scored in the top 20 percent of all elementary schools on Kentucky's accountability index, a composite indicator of test scores and other performance measures. This is outstanding achievement for any school but even more so for Lincoln with its enrollment of over 70 percent minority and almost 90 percent of students qualifying for free or reduced-price lunches. The school is among the best performing in the state.

Lincoln Elementary is among a growing number of schools across the nation that are defying long-held expectations about student achievement and demonstrating that disadvantaged students can achieve at the highest levels. This month's newsletter summarizes a study by the Kentucky-based Prichard Committee for Academic Excellence called *Inside the Black Box of High-Performing High-Poverty Schools*. Researchers examined eight high-performing, high-poverty elementary schools in Kentucky and found they share several common characteristics, including high expectations, focused instruction and assessment, and a positive school climate.

The Prichard Committee for Academic Excellence is a nonpartisan, nonprofit, independent citizens advocacy group. Funding for the study came from the Ford Foundation.

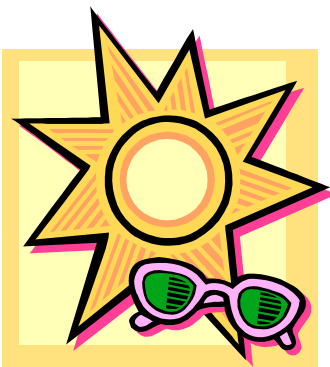
Study Design

The study posed two questions. First, what do high-performing, high-poverty schools have in common? Second, how are the practices of high-performing, high-poverty schools different from those of low-performing, high-poverty schools?

The researchers gave particular attention to school and classroom practices. Authors Kannapel and Clements (2005) noted, "We hoped to identify systematically how the two kinds of school differed and to draw some conclusions about practices that are effective in helping all students succeed" (p. 5).

The study used the Kentucky scholastic audit, a tool designed by the state Department of Education to diagnose problems in schools that are not meeting achievement targets. The audit is conducted by a six-member team that spends a week on campus interviewing staff, visiting classrooms, and reviewing test scores and other materials related to the school's performance. The team uses a standardized evaluation instrument with 88 indicators. More information about the audit can be found in Appendix B of the report, available at http://www.prichardcommittee.org/Ford%20Study/Ford%20Report_APPENDICES_Final.rtf.

In the spring of 2004, Prichard Committee researchers contracted with five of the state audit teams to examine eight high-performing, high-poverty schools using the same process. After supplementing the audit process with additional visits and interviews, they compared data from these schools with data from schools with similar demographics but lower performance.



ESEA Federal Timelines

Department of Education's Title staff have compiled a list of timelines relative to each of their NCLB Title programs. The list can be found at: <http://doe.sd.gov/nclb/> This is a resource to help district staff in meeting all NCLB requirements.

2005 Summer Workshops

Sponsored by US DOE

Building on the success of last year's teacher workshops, the U.S. Department of Education will again host a series of workshops for teachers and principals in summer 2005. Some of the nation's best teachers and researchers will share their strategies for raising student achievement and informing teachers of the latest, successful research-based practices. The upcoming Teacher-to-Teacher Summer Workshops will be geared toward K-12 teachers and principals, and the subjects covered will be evenly distributed among elementary and secondary school instruction. Breakout sessions will cover the content areas of literacy/reading, mathematics, science, history and the arts. Additional sessions will be held on school leadership, the No Child Left Behind Act, IDEA, using data effectively, and many other topics and strategies that can enable all levels of students - high-performing,

average and low-performing - to improve academically.

The 2005 Summer Workshops will be held in six cities: Cincinnati, Ohio (June 20-22); Phoenix, Arizona (June 27-29); Minneapolis, Minnesota (July 11-13); Tampa, Florida (July 18-20); Bethesda, Maryland (July 25-27); and San Jose, California (August 1-3). Registration will open soon. Please sign up for Teacher Updates to receive updates regarding registration and visit www.ed.gov/teacherinitiative.

For attendees, the registration and the professional development sessions are free of charge. Meals and refreshments will be provided during scheduled workshop activities, and participants are responsible for their own transportation and lodging.

The Department is now accepting proposals from teachers and those who work with teachers on a daily basis who would like to present at this conference. For additional information, please visit www.ed.gov/teacherinitiative.

District Consolidated Applications July 1, 2005 due Date Reminder

The due date for the Consolidated Application for NCLB Title formula grant programs is July 1, 2005. Districts should make every effort to submit their Consolidated Applications by July 1st in order to avoid any problems with Federal program fund obligations. Federal regulations require that a District's application must be received at the Department of Education (DOE) in a "substantially approvable form" before the District is allowed to obligate or expend Federal program funds. The period between July 1st and the date the District's application arrives at DOE is effectively a "blackout period" for obligating federal funds. What this means is that any activities occurring during this "blackout period" such as: summer school, professional development, supplies or equipment orders, teacher salaries, etc. are not eligible for reimbursement from Federal program funds. While DOE will accept applications until September 30, 2005, districts need to be aware that any obligations occurring during this "blackout period" will have to be covered by local funds.

SD Parent Resource Network

<http://www.bhssc.org/sdprn/>

Check out the SD PRN for free parent brochures and workshops.

School Improvement Conference

The School Improvement Conference is scheduled for Aug. 15, 2005 at the Ramkota in Pierre. Details of the conference will be provided to districts when AYP determinations are available in mid August.

What's New at HelpforSchools.com

As the school year comes to a close, we know many of you are breathing a sigh of relief. Some of you are probably looking forward to a nice long summer vacation, and some of you will just be glad that things are slowing down for the summer. In either case, we hope you take some time to look at the latest additions to the KnowledgeBases hosted at www.helpforschools.com. Anyone who wants to understand the requirements of "adequate yearly progress" or who is struggling to explain those requirements to others should be interested in "AYP Made Simple," an online tutorial developed in a Q&A format that explains AYP based on the provisions spelled out by the U.S. Department of Education's "LEA and School Improvement Non-Regulatory Guidance" document. In addition to viewing it online, you can download the tutorial to your PC to share with (or present to) others. A second new resource also aimed at simplifying complex non-regulatory guidance is a web-friendly version of "Education of Migratory Children Draft Non-Regulatory Guidance" from the U.S. Department of Education which we've enhanced with cross-links to cited legislative and other regulatory references. You'll find both these documents in the School Improvement KnowledgeBase.

Other updates to the School Improvement KnowledgeBase include a series of resources aimed at school context and organization: School Climate Surveys; School Climate Guidelines; School Facilities, Educational Outcomes and Teacher Attrition; Middle and High School Improvement; and School Readiness - Closing Racial and Ethnic Gaps. To help you support parents, we added "Putting Reading First - Helping Your Child to Learn to Read" and the NCLB Brief - Parental Involvement Requirements under NCLB. For those of you looking for school improvement plan evaluation rubrics we've added a link to the Indiana Plan Evaluation Rubric.

The Positive Learning Climates KnowledgeBase, newly launched in February, got a little bigger this month too. We added new content on youth gangs, cyber-bullying, and program evaluation plus carried over some of the school context and organization documents we mentioned in the School Improvement KnowledgeBase.

Our web-friendly version of "Education of Migratory Children Draft Non-Regulatory Guidance" has also been included in the English Language Learner KnowledgeBase among other updates. We've added five new resources on professional development, additional content on language proficiency assessments, parent information tips and a link to "Improving Your Child's Education - A Guide for Latino Parents."

Each of our KnowledgeBases got an update related to English language learners this spring. You'll find a new link on each FAQ page grouping together all the documents contained in a Spanish version format.

We haven't forgotten about Grants Detective either. You'll now find information on 325 public, private and corporate grant opportunities listed in the database. It's also been updated to allow you to browse through all 325 entries in addition to the search function.

The Knowledge Management projects housed at www.helpforschools.com are a project of the Region VII Comprehensive Center at the University of Oklahoma in conjunction with its technology partner Northrop Grumman Information Technology. As always, we encourage you to share this message with others who might benefit from our work.

Links:

AYP Made Simple: <http://www.helpforschools.com/sikb/presentations/AYPMadeSimple.shtml>

Education of Migratory Children:

http://www.helpforschools.com/shared_docs/legal/EDGuidance_MigrantEducation/index.php

The School Improvement KnowledgeBase: http://www.helpforschools.com/sikb/whats_new.shtml

The English Language Learner KnowledgeBase: http://www.helpforschools.com/ELLKBase/whats_new.shtml

The Positive Learning Climates KnowledgeBase: http://www.helpforschools.com/safe/whats_new.shtml

Grants Detective: <http://www.helpforschools.com/grants/searchdetective.php>

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Multiple Cost Objectives

If an employee works on multiple cost objectives, a distribution of the employee's salaries or wages must be supported by Personnel Activity Reports (PARs).

An employee is considered to work on multiple cost objectives if they work on:

- more than one Federal award;
- a Federal award and a non-Federal award;
- a Federal award with specific earmarking (set-asides) or matching requirements;
- an indirect cost activity and a direct cost activity;
- two or more indirect activities that are allocated using different allocation bases; or
- an unallowable activity and a direct or indirect cost activity.

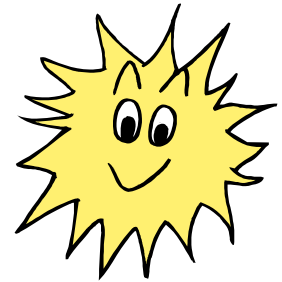
For employees working on multiple cost objectives, PARs that reflect the following standards must be maintained:

- After-the-fact record: The PAR must be created after the work has been executed. Projections of how an employee is expected to work or position descriptions would not be sufficient.
- Total activity: The PAR must account for the total activity for which each employee is compensated, including part-time schedules or overtime.
- Monthly: The PAR must be prepared at least monthly and must coincide with one or more pay periods; and
- Signed and dated: The PAR must be signed and dated by the employee. Unlike the semi-annual certification, signature of the supervisor alone would not be sufficient, however, the supervisor could sign in addition to the employee.

2003-2004 Assessment Results on the Web

By: Gary Skoglund

One of the requirements of NCLB is to report to parents and community how "all" students' perform on a state assessment. This information in small schools may not be different than the full academic year results on the NCLB Web site. In large districts, however, there could be considerable difference. These results are now available on the South Dakota Department of Education's web site by district and school. www.doe.sd.gov/octa/assessment These results are similar to the old profiles the department used to provide.



Curriculum Mapping for Title I

By: Diane Lowery

State Title I staff have received several questions from Title I teachers about their role in curriculum mapping. While this task is critical for classroom teachers, it would be very difficult for targeted assistance Title I teachers to do curriculum mapping as they are working on specific skills as needed for each student. Those skills are generally different for each child. Also, Title I teachers provide services for students across the grade levels. For this purpose, the Title I teacher should work off the curriculum maps of the classroom teachers if at all possible. Reading Recovery services are often provided through Title I funds, and the same logic would apply to Reading Recovery teachers as well.



Visit Professional Development Web site

www.southdakotapd.com

Check out the South Dakota professional development web site to find professional development activities being held across the state.

This web site allows viewers to search to by content area, by job title, by date and several other search options. Many of the professional development opportunities are free, so check out this site.

South Dakota Reading Council Website

www.sdrc.dsu.edu

Click on the link above to find out what the South Dakota Reading Council is doing.

Next year's Reading Conference will be held in Pierre, SD.



Schoolwide Conference

If you are a Title I school operating a targeted assisted program, have a 40% or greater free & reduced lunch percentage, and would like to become a Title I schoolwide program, the date of that conference has been set for Monday, Sept. 26, 2005, at the Ramkota RiverCentre in Pierre, SD.

This schoolwide conference provides information on what schoolwide programs are, what steps need to be taken to develop a schoolwide program, and timelines.

Invitation letters for eligible schools will be sent out in August.

For more information about Title I schoolwide programs, please contact Beth Schiltz at beth.schiltz@state.sd.us or call (605) 773-4716.

Department of Education Has New Web site

The South Dakota Department of Education has a new web site. www.doe.sd.gov

Title I information is found under the Office of Educational Services and Support. The Title I Part A Basic Programs Web page is still designed around the different sections of the law. www.doe.sd.gov/oess/title/1A/basic/

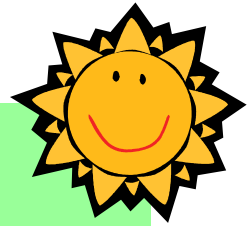


Coding Students in Title I Targeted Assisted Programs

It is that time of year again to make sure that all Title I students in Title I targeted assisted schools are identified in SIMS. Districts also need to make sure they are marking which services these students are receiving (reading, math or both). Please do this as soon as possible, as Department of Education will be running preliminary reports. If the report shows that your school has no students identified as receiving reading, math or both services in Title I, expect a phone call.

Schools should be identifying all students who have received Title I services sometime between July 1, 2004 and June 30, 2005. An end date for services is not needed.

If you have questions about how to complete this task, please call Jennifer Weber at (605) 773-4737.



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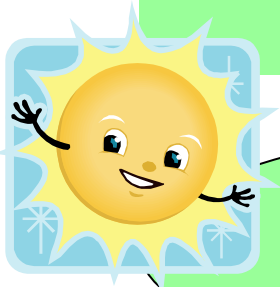
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Title I Listserv

To join the Title I Listserv, please register at:
www.k12.sd.us/listserv. Select Title I Listserv and fill out
the form at the bottom.



VISIT US ON THE WEB!!

www.doe.sd.gov/oess/title/1Abasic/